SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG) Application for Funding

July 2, 2010, 4 p.m.

Submit to:

California Department of Education District and School Improvement Division Regional Coordination and Support Office 1430 N Street, Suite 6208 Sacramento, CA 95814

NOTE: Please print or type all information.

County Name:			County/District Code:	
Los Angeles County		19-64295		
	Local Educational Agency (LEA) Name		LEA NCES Number:	
Bassett Unified School Dis	, ,		0604110	
LEA Address	otrict		Total Grant Amount Requested	
904 N. Willow Avenue			\$3,931,620	
City		Zip Code		
La Puente, CA		91746		
·	Paardinatar		andinatan Titla	
Name of Primary Grant C	Joordinator		ordinator Title	
Daniel Lunt		Assistant S	Superintendent Educational Services	
Telephone Number	Fax Number		E-mail Address	
(626) 931-3023	(626) 931-3040		dlunt@bassett.k12.ca.us	
	rtifications, terms,	and conditio	horized representative of the applicant, I ns associated with the federal SIG ondition of funding.	
			tions will be observed and that to the lication is correct and complete.	
Printed Name of Superintendent or Designee		Telephone Number		
Jim Ballard, Superintendent		(626) 931-3009		
Superintendent or Designee Signature			Date	
		June 29, 2010		

SIG Form 2–Collaborative Signatures (page 1 of 2)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this subgrant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No	
privacy conce See the CDE http://www.co	SIG Form 2, Collaborative Signatures, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access Web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Bassett Unified School District
Authorized Executive:	Daniel Lunt, Assistant Superintendent Educational Svcs
Signature of Authorized Executive	

SIG Form 3-Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 22 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis

Response: An analysis based on student achievement on standardized tests such as the CST, CELDT and our district's tri-annual benchmark assessment results show a strong need to focus on comprehensive and substantive school improvement strategies to reform instructional strategies and administrative leadership, upgrade materials and technology throughout two targeted Tier III schools. The learning environment needs to include the hiring of new principals, teachers, clerical, upgrading of aging classrooms, implement an all-day kindergarten program to begin in two months (August 30, 2010), and focus only on grades K-5 by having the 6th graders transferred to the middle school beginning this Fall 2010.

Systemic reforms are being implemented by a district whose budget is in severe distress; yet students in these Tier III Program Improvement schools have been on an academic downward slide and there is no other alternative than to proceed with these comprehensive reforms. The needs of the teachers and students include everything from access to modern technology in the classroom, supplemental hands-on instructional materials, and enrichment opportunities that will take them beyond their neighborhood experiences. The teachers have received RTI training, but the district could not afford to pick up the contract for another year. The SIG would change the whole climate of staff development and collaboration time for our teachers.

After analyzing the CST, CELDT, ZAGAT (GATE), LAS (ELs) and the Edusoft Benchmark assessment data, the assistant superintendent, EL coordinator, principals and teachers will redesign the existing district pacing guides, on-line benchmark report cards (new for 2010 – 2011), and will participate on the District Site Leadership Team (DSLT) to establish new benchmark goals, bubble groups, and monitor progress of the district's LEA Plan. School staff will have professional development time to analyze data and develop plans to address the areas of greatest student needs.

The administrators, teachers, parents, counselors and district office staff will implement new revised benchmarks, pacing guides, and timelines for reaching academic achievement goals that are both challenging and realistically attainable. The timeline will show growth goals and expectations for student achievement that will increase over a three year period. The schools will involve their ELAC and SSC parent members, staff and administrators in monitoring the

SIG plans, and in re-aligning and incorporating the SIG in the School Plan for Student Achievement. Annually, the new principals will report to the Superintendent and the Assistant Superintendent of Educational Services regarding SIG expenditures and program outcomes, and discuss what changes need to be made to the original plan, as well as identify new areas of need for students and staff.

In order to be effective in accomplishing the above systemic reforms, the school needs to have quality leadership and have a half-time counselor (can be split between the two schools), and two resource teachers (each with a particular focus and students to serve). Two half time classified are needed to help make appointments, answer phone calls, make sure that accurate records are kept, etc. Currently, the new principal only has one school secretary and must attempt to complete all of the above reform tasks on his/her own, but with SIG funding, it would become a realistic goal to actually implement all of the reforms described in this application.

Parents need training, both in English language and parenting skills. An issue that came up at a DELAC meeting is that parents often want to help in the schools, but cannot get fingerprinted because they are undocumented. There will be an increase in parent communication, one-on-one conferences with a counselor on how to assist children with their studies at home, and parent meetings with child care provided. The new principal to lead Don Julian Elem. will now have a smaller enrollment (due to the transfer of the 6th graders). The new principal at Van Wig Elementary is still be sought, but the position should be filled within the next few weeks with a highly qualified, exciting, energized, and knowledgeable person, who may, or may not be from the district (it is a wideopen selection process).

Both of the new principals at these Tier III schools will attend a summer institute and will meet monthly in collaboration with other new principals (i.e. at the high school), a new superintendent to be named in August, and 3 new assistant superintendents beginning July 1, 2010. There is a need to address any teacher who has deficiencies in instructional delivery or who is not meeting the maximum of profession job expectations (i.e. promptness, personal hygiene and appearance, positive attitudes, excessive absences).

This is an ultimately idealized systemic change for a very small district of 4,900 students (4 elem., 1 middle schools, 1 high school, and a continuation high school). With the SIG, these two Tier III schools can make a turn-around, increase teacher effectiveness, provide supplemental resources, and improve student achievement for every group of learners. These two schools will work hard, and with these new opportunities, pride will return for the staff, students and parents, and the schools will have the support of all of the new (and remaining administrators in the district). The schools do not deserve to downslide into Tier I or II status, and are willing to work towards exiting program

improvement status.

ii. Selection of Intervention Models

Response: A combination of turnaround model and the transformational model is selected for these two Tier III elementary schools that are in Program Improvement, receive Title I Part A apportionments, and has persistently scored below expectations on the CST, CELDT, API, and have struggled with meeting their AYP goals. The district has a revised LEA Plan that has been submitted to the CDE, and will be ready to submit the quarterly LEA plan progress report due in 2010 - 2011, has a Title III Year 4 Action Plan that is being monitored by the Los Angeles County Office of Education. The upside is that neither elementary schools has not been identified as being part of the lowest five percent of all Tier I schools.

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response: The district has selected new principals for the two Tier III schools. In addition to receiving Title I, the district will utilize EIA/LEP, ELAP, Title II, and Title III funds to support improvement of teacher effectiveness and student achievement. The schools have been reorganized and will now serve only grades K – 5 (the 6th graders have been moved to the middle school).

The schools will now have all-day kindergarten classes as opposed to half day kindergarten classes. It is anticipated that, with a smaller enrollment, class sizes of 25 to 1, and a smaller staff, the climate for improvement in instructional strategies, staff communication and collaboration, and improved student learning will be achieved.

Staff development training and release time will be provided to the site staff for data analysis of its benchmark assessments (Edusoft), and the results of the CELDT and CST student results. Bubble groups of students are identified for targeted academic instruction within the core subject areas as well as utilizing after school tutoring provided through ASES and SES funding. Parents are given the opportunity to select the tutoring programs from a variety of approved providers and are also able to have their students attend daily after school programs provided by Think Together, Inc.

A Saturday school has been piloted this past Spring and was well attended by students from elementary schools who are not on any list (other than being Title I under free & reduced meals and having many English learners). With the SIG funds, the students at these two Tier III schools would benefit greatly by having additional instruction at their home school on Saturday mornings.

iv. Recruitment, Screening, and Selection of External Providers

Response: The district relies on and utilizes the trainings, workshops, and informational meetings provided by the Los Angeles Country Office of Education. Also, easily accessible for reference information is the California

Department of Education when questions arise regarding program requirements or implementation. Depending on the area and focus, potential external providers will make presentations to the Curriculum Committee, the District School Leadership Team, core content specific committees, the school site staff and/or advisory committees, at which time recommendations are made and procurement procedures are followed including Board approved district contracts and memorandums of understanding.

For staff development, parent trainings, conferences, and other professional service contracts, the provider gives a presentation to the Superintendent or Assistant Superintendent of Educ. Services who in turn, discusses the potential provider's positives & negatives, costs and program offerings with the Cabinet. If the approval of the governing board is needed, a rationale and funding stream is placed on the next open Board meeting agenda. It is unlikely that that SIG funds will be utilized for projects that require an official bidding process (in which case, the Business Office becomes involved).

v. Alignment of Other Resources with the Selected Intervention Models

Response: Of crucial importance is that the SIG plan is aligned with intervention models put forth in the district's Title III Year 4 Action Plan (being monitored by LACOE), the 2010 – 2012 English Learner Master Plan, the 2010 – 2011 Parent Involvement Policy, and the Program Improvement LEA Plan developed by the District School Leadership Team (DSLT) that will require 2010 – 2011 quarterly progress reports. Title I Part A, Title II Parts A & D, Title III, ELAP, EETT, and EIA/LEP funds will assist the district and its seven schools to implement stated activities.

The SIG plan takes the two identified Tier III schools, Don Julian Elem. and Van Wig Elem., and provides them with supplemental resources in instructional materials, personnel and programs to assist in improving student achievement far beyond what is identified through the above mentioned action plans. For instance, SIG will provide for new principals whose salaries will be commensurate with principals in other districts, resource teachers who have been cut over a year ago and not replaced, along with a much needed half-time counselor (one full-time counselor who will serve the two schools), professional development from outside providers (which had to be cut due to lack of funds), and enrichment instructional materials, consumables, supplies, and technology that are considered basic to some schools, and, in fact, would be a true luxury to Don Julian and Van Wig Elementary schools.

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

Response: Not Applicable – Currently not receiving DAIT services

vii. Modification of LEA Practices or Policies

Response:

Modification of LEA practices are included an updated Parent Involvement Policy approved in May, 2010 by the governing board, the Title III Year 4 Action Plan (monitored by the Los Angeles County Office of Education), the 2010 – 2012 English Learner Master Plan are aligned with the two Tier III school's SPSA and the district's LEA Plan that outline new strategies and timelines to improve student achievement. The plans also stress more parent involvement opportunities, child care for participants, staff development and providing support and monitoring to teachers, changing the pacing guides and benchmark assessment criteria to address the changing needs of students as evidenced by the results on the CSTs, CELDT, LAS, and local Edusoft benchmark assessment data. All of these new practices and modifications were developed in collaboration with, teachers, parents, and administrators. The external providers for the district has and continues to be the Los Angeles County Office of Education, the Parent Institute for Quality Education, and the Learning Plus Assc., QES that will provide staff and administrator training.

Major new LEA policies being implemented for the 2010 – 2011 school year include moving 6th graders from the schools (to the middle school) and expanding the kindergarten instructional day to all day (from half day). Having an all-day kinder program will better prepare the students for the rigors of learning English and preparing for academic instruction. Future policy changes that the could be afforded through the SIG funds would be to have a summer prep class for incoming kinders to further acclimate the young minds to the school environment.

Added practices would include expanding Saturday school concept for the bubble group students as well as adding summer core study classes in math and English language arts for all 1st through 5th grade students.

To be discussed with negotiating bargaining units would be the possible restructuring of the existing certificated and classified evaluation forms, and to implement some type of formal recognition system for progress made by students, parents and teachers.

viii. Sustainment of the Reforms after the Funding Period Ends

Response: A waiver will be requested to utilize the SIG funds through 2013. The sustainment of reforms after the funding period ends will be through the use of Title I Part A, Title II, Title III, EIA/LEP, ELAP, general fund including the Tier III flexibility transfers, the EETT grant and other grants that will be applied for in the future. The LEA also relies on contributions in the form of teacher minigrants from the Rotary Club of Industry Hills. The PTSA provides for the needs of each school's field trips and awards activities. The Bassett Boosters, YMCA, and the Rotary Club (along with the L.A. County Sheriffs Dept.) provide food baskets for families in need at Van Wig and Don Julian Elem. The Rotary Club also provides rolling backpacks with school supplies for 3rd grade students at Don Julian and Van Wig Elementary schools.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

Response:

- Early quality academic preparation is much needed for these students, most of whom have not had pre-K educational opportunities; therefore, the district is committed to having an all-day kindergarten program with fully qualified teachers who have supplemental instructional materials and technology that will help to accelerate the academic growth of the kinder students.
- The district will target the English language development standards for the English learners so that there will be 10 % increase of students who can be reclassified from non-English to LEP & FEP. The use of SDAIE strategies will be used to assist English learners in more effectively access the core curriculum. Additional resources, technology (i.e. smart boards), and supplemental materials are needed to enhance the engagement of students in learning objectives. A resource teacher is needed to provide assistance to teachers, parents, and to provide continuity for the academic growth of the English learner.
- Increase parent trainings by 30% through PIQE (Parent Institute for Quality Education), offered mornings and evenings for nine weeks, will assist parents in learning how to help their children at home. The trainings will be given in both English and Spanish. Increased parent participation at both schools will be encouraged; more classroom volunteers, higher attendance at parent conferences, PTA, SSC, and ELAC participation; the staff will provide increased parent conference times to communicate one on one regarding the students' academic and personal development.
- Exceed goals set by State for both API and AYP: in order to surpass the
 previous year's outcomes, students in the "middle," at-risk or frequently
 absent students, special education and GATE students all need to be
 monitored to increase their academic potential; personnel in the form of
 counselors and resource teachers are needed to focus on these groups
 of students, conduct student and parent conferences, and assist teachers
 to meet the needs of these students. Parent conferences, attendance at
 Saturday and summer classes will help each student become a stronger,
 more engaged learner.
- All students at the two schools will be strongly encouraged to participate in the five day a week after school (until 6:00 PM) and SES tutoring opportunities; increase from 20% to 30% participation.
- The district is committed to providing quality time for staff development and collaboration; teachers will be provided with workshops in a broad spectrum of strategies to deliver engaging curriculum in English language arts, math, science and history that meet core content area and ELD standards, while also including music, art, health and physical fitness; quality instructional materials and technology must be provided to all teachers to be able to implement this enormous task.

 The district will provide additional administrative training and support for the evaluation of all staff, to provide honest feedback regarding instructional professionalism and ability to help students improve their academic achievement; the support staff will also be evaluated with increased scrutiny to provide a clean, safe and courteous learning environment.

x. Inclusion of Tier III Schools (if applicable)

Response: A critical need is to assist two Tier III elementary schools: Don Julian Elem. And Van Wig Elem. Both schools have been K-6, Title I Part A under free and reduced lunch, have a high percentage of English learners, and are in Program Improvement Status. Van Wig Elem. Is PI Year 1, and may be Year 2 when the CST data is released. Don Julian Elem is PI Year 3, but in safe harbor because of a slight increase in student achievement. Of concern for both schools, is that the CELDT data just released showed only a one percent improvement. For these reasons, the school has been reconfigured for 2010 – 2011 in laying the groundwork for improvement in administrative leadership (new principals), focused academic instruction through data analysis of core benchmark assessments (given tree times a year), and instituting an all-day kindergarten program. Also, both schools will now be grades K-5, with the incoming 6th graders being transferred off the campus to the middle school.

xi. Consultation with Relevant Stakeholders

Response: The district's Assistant Superintendent of Educational Services (curriculum and instruction, and categorical programs) and the Assistant Superintendent of Student Services and Special Education will meet with Advisory Groups (District Advisory Committee, District English Learner Advisory Committee, Title I), individual parents, teachers, site administrators to clarify expectations, gain input, developing master plans and monitor progress of plans. At the request of the Superintendent or the governing board, public presentations are made to the community during the regularly scheduled Board Meetings. The all-day kinder program and transfer of 6th graders to the middle school were extensively discussed with the DAC and DELAC; agendas, sign-in sheets and minutes are available. Meeting student needs and professional development needs have been discussed and plans developed by the DSLT at monthly meetings in 2009-2010. Some signatures were unable to be acquired at the time of the submission. In addition, many more stakeholders should have been named, and additional signatures and addendum items will be presented if the district is being considered for funding. The July 2, 2010 SIG application will be presented at the district's next governing board meeting on July 22, 2010.

SIG Form 4a-LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010–11

Name of LEA: Bassett Unified School Di	strict
County/District (CD) Code: 19-64295	
County: Los Angeles	
LEA Contact: Daniel Lunt	Telephone Number: (626) 931-3023
E-Mail: dlunt@bassett.k12.ca.us	Fax Number: (626) 931-3040
SACS Resource Code: 3180	
Revenue Object: 8920	

Object	Description of	S	SIG Funds Budgeted		
Code	Line Item	FY 2010–11	FY 2011–12	FY 2012–13	
1000-	Certificated Personnel Salaries	50,000	50,000	50,000	
1999					
2000–	Classified Personnel Salaries	20,000	20,000	20,000	
2999					
3000-	Employee Benefits	5,600	5,600	5,600	
3999					
4000	Deal control	50.000	50.000	50.000	
4000-	Books and Supplies	50,000	50,000	50,000	
4999					
5000-	Services and Other Operating	75,000	65,000	55,000	
5999	Expenditures	75,000	05,000	55,000	
3333	Experiences				
6000-	Capital Outlay	0	0	0	
6999					
7310 &	Indirect Costs @10%	20,060	19,060	18,060	
7350					
Total Amo	unt Budgeted: 3 Years = 628,980	220,660	209,660	198,660	
i Stai Aillo	unit budgeted. o rears = 020,300				

SIG Form 4b-School Projected Budget

School Projected Budget

Fiscal Year 2010-11

Name of School: Don Julian Elementary			
County/District/School (CDS) Code: 19-6011530			
LEA: Bassett Unified School District			
LEA Contact: Daniel Lunt	Telephone Number: (626) 931-3023		
E-Mail: dlunt@bassett.k12.ca.us	Fax Number: (626) 931-3040		
SACS Resource Code: 3180 Revenue Object: 8920			

Object	Description of	S	SIG Funds Budgeted	
Code	Line Item	FY 2010-11	FY 2011–12	FY 2012–13
1000-	Certificated Personnel Salaries	225,000	225,000	225,000
1999				
0000	01 17 10 1	20.000	00.000	00.000
2000-	Classified Personnel Salaries	30,000	30,000	30,000
2999				
3000-	Employee Benefits	20,400	20,400	20,400
3999				
4000-	Books and Supplies	150,000	125,000	100,000
4999				
5000– 5999	Services and Other Operating Expenditures	75,000	75,000	75,000
6000-	Capital Outlay	75,000	0	0
6999				
7070 0	Transfers of Divert Common Control	F7 F40	47.540	45.040
7370 &	Transfers of Direct Support Costs	57,540	47,540	45,040
7380		000 040	500.040	40E 440
Total Amo	Total Amount Budgeted: 3 Years = 1,651,320 632,940 522,940 495,440			

SIG Form 4b-School Projected Budget

School Projected Budget

Fiscal Year 2010-11

Name of School: Van Wig Elementary School				
County/District/School (CDS) Code: 19-6011563				
LEA: Bassett Unified School District				
LEA Contact: Daniel Lunt Telephone Number: (626) 931-3023				
E-Mail: dlunt@bassett.k12.ca.us	Fax Number: (626) 931-3040			
SACS Resource Code: 3180				
Revenue Object: 8920				

Object Description of		S	SIG Funds Budgeted		
Code	Line Item	FY 2010–11	FY 2011–12	FY 2012–13	
1000-	Certificated Personnel Salaries	225,000	225,000	225,000	
1999					
2000–	Classified Personnel Salaries	30,000	30,000	30,000	
2999					
3000-	Employee Benefits	20,400	20,400	20,400	
3999	Zingio, do Bononio	20,100	23,100	20,100	
4000-	Books and Supplies	150,000	125,000	100,000	
4999					
5000		75.000	75.000	75.000	
5000 <u></u>	Services and Other Operating	75,000	75,000	75,000	
5999	Expenditures				
6000-	Capital Outlay	75,000	0	0	
6999					
			.=		
7370 &	Transfers of Direct Support Costs	57,540	47,540	45,040	
7380		0000016	500.040	105.110	
Total Amount Budgeted: 3 Years = 1,651,320 632,940 522,940 495,440					

Budget Narrative Instructions

Instructions for Completing Budget Narrative

Use the LEA and school budget narrative forms to describe the costs associated with each activity reflected in the budget. Please include both school and district level budget forms. A general description of activities and their corresponding range of object codes are provided below. See the complete list of object codes on page 41.

Activity	Object Codes
For all personnel, include number of full-time equivalent (FTE) employees, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.	1000–2999
Benefit costs charged to this program must be proportionate to the salary charged to the program. Costs for PERS reduction must be identified separately.	3000–3999
Costs for instructional materials and other materials/office supplies must be identified separately. Provide examples of what will be purchased or other justification. For example, general office supplies at \$100 per month x 20 months = \$2,000.	4000–4999
Each expense must be listed separately with the costs broken out. Identify costs for rental of meeting facilities (when justified), rental of equipment, equipment repair, etc. For all instructional consultant contracts/services include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed. Costs must be broken out and detail must be provided describing how the expenditure supports the School restructuring plan.	5000–5999
Capital outlay costs are allowable under this sub-grant. Please provide detail describing how the expenditure supports the action plan.	6000–6999

SIG Form 5a-LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

LEA: Bassett USD - Activity Description	Subtotal	Object
(See instructions)	(For each activity)	Code
Half-Time SIG Coordinator and Benefits to monitor implementation, progress, evaluation of SIG plan	50,000	1300
Half Time SIG Clerical and Benefits to assist with documentation and paperwork associated with the SIG	20,000	2400
Benefits for Certificated and Classified Above	5,600	3101- 3602
Provide services, books and supplies for Summer ELD, Math and ELA Programs for all K-5 Students and pre-K at the Two Tier III Schools	50,000	4200 4300 4400 5100
Provide supplemental classroom consumable instructional materials, supplies, technology and equipment for the two schools to provide for an all-day kinder, English learner, GATE, bubble group, at-risk and middle students, professional development, and support for parent involvement activities at both schools.	75,000	4200 4300 4400 4700 5100 5200
Indirect costs @ 10%	20,060	7310
If SIG is funded, the LEA will provide supplemental categorical funds to hire enough teachers and classified for the summer programs at Don Julian and Van Wig Elementary schools should the need exceed the site's allocation		
Revised June 17, 2010		48

SIG Form 5b-School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Don Julian Elementary

Don Julian Elem Activity Description	Subtotal	Object Code
(See instructions)	(For each activity)	
Increase Principal salary enough so that it exceeds the	20,000	1300
highest paid teacher's salary	1,600	3101-3901
Part Time Language Assessment Aide & Benefits	15,000	2900
	1,260	3202-3902
Part Time Clerical & Benefits	15,000	2400
	1,260	3202-3902
Resource Teacher for English Learners & Benefits	68,000	1100
	5,440	3101-3901
Resource Teacher to monitor and assist the "middle",	68,000	1100
GATE, special education, at-risk students, and other	5,440	3101-3901
students who may have specialized learning needs Half-time counselor for all K-5 Students and parents to	35,000	1200
be split between the two Tier III schools	2,800	3101
Professional Development (in-house RTI and SDAIE	25,000	5800
trainings, workshops & conferences by core curriculum	25,000	5200
content area specialists, the Los Angeles County		5100
Office of Education, QUE/Learning Plus, Music Center		4300
Arts for All,		4200
Alts for All,		4700
Parent Trainings and Meetings with Child Care and	15,000	5200
light refreshments; training materials and supplies,	13,000	4300
training room supply cabinet - PIQE beyond the 18		4700
weeks – 30% increase		2900
Desks and cabinets for 2.5 new certificated and 2 half-	15,000	4400
time classified	13,000	4400
Additional Instructional materials, resources,	75,000	4300
technology, supplies and consumables for all K-5	,	4400
students during the regular day, for the Saturday		5100
morning math and English language arts and ELD		5500
classes for non-proficient students (on CST), the		
summer pre-kinder, and the summer K-5 students		
identified in the bubble or below.		
Summer and Saturday school teachers & benefits for	20,000	1100
supplemental instruction in math and ELA for all	1,600	3101
students in bubble groups, and substitutes on		3901
occasions when teachers need to attend collaboration		
meetings or training workshops		
Professional development contract services, expenses	50,000	5100
related to professional development, and other SIG		5200
operating expenses for professional development and		5400
parent involvement activities.		5500
		5600
Additional K-5 classroom tables, chairs, supplies, and	60,000	4300
teacher work area tables/storage cabinets, and		4400
technology to replace outdated/broken items	75 000	F100
Capital outlay to modernize kindergarten classrooms,	75,000	5100
library, school equipment and infrastructure (cabling,		5600
drops, upgrades and electrical for access to		6300
technology), kinder play equipment, computer and		6400 6500
software, and telephone communication program		0500
upgrades (for entire school) Bevised June 17, 2010 Transfers of Direct Support Costs	57,540	7 370
Transiers of Birost Support Sosts	07,040	, 0, 0

SIG Form 5b-School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Van Wig Elementary

Van Wig Elem Activity Description	Subtotal	Object Code
(See instructions)	(For each activity)	,
Increase Principal salary enough so that it exceeds the	20,000	1300
highest paid teacher's salary	1,600	3101-3901
Part Time Language Assessment Aide & Benefits	15,000	2900
	1,260	3202-3902
Part Time Clerical & Benefits	15,000	2400
	1,260	3202-3902
Resource Teacher for English Learners & Benefits	68,000	1100
	5,440	3101-3901
Resource Teacher to monitor and assist the "middle",	68,000	1100
GATE, special education, at-risk students, and other	5,440	3101-3901
students who may have specialized learning needs		
Half-time counselor for all K-5 Students and parents to	35,000	1200
be split between the two Tier III schools	2,800	3101
Professional Development (in-house RTI and SDAIE	25,000	5800
trainings, workshops & conferences by core curriculum		5200
content area specialists, the Los Angeles County		5100
Office of Education, QUE/Learning Plus, Music Center		4300
Arts for All,		4200
		4700
Parent Trainings and Meetings with Child Care and	15,000	5200
light refreshments; training materials and supplies,		4300
training room supply cabinet - PIQE beyond the 18		4700
weeks – 30% increase		2900
Desks and cabinets for 2.5 new certificated and 2 half-	15,000	4400
time classified		
Additional Instructional materials, resources,	75,000	4300
technology, supplies and consumables for all K-5		4400
students during the regular day, for the Saturday		5100
morning math and English language arts and ELD		5500
classes for non-proficient students (on CST), the		
summer pre-kinder, and the summer K-5 students		
identified in the bubble or below.	00 000	1100
Summer and Saturday school teachers & benefits for	-	1100
supplemental instruction in math and ELA for all	1,600	3101
students in bubble groups, and substitutes on occasions when teachers need to attend collaboration		3901
meetings or training workshops Professional development contract services, expenses	50,000	5100
related to professional development, and other SIG	30,000	5200
operating expenses for professional development and		5400
parent involvement activities.		5500
parent involvement activities.		5600
Additional K-5 classroom tables, chairs, supplies, and	60,000	4300
teacher work area tables/storage cabinets, and	00,000	4400
technology to replace outdated/broken items		4400
Capital outlay to modernize kindergarten classrooms,	75,000	5100
library, school equipment and infrastructure (cabling,	. 5,000	5600
drops, upgrades and electrical for access to		6300
technology), kinder play equipment, computer and		6400
software, and telephone communication program		6500
upgrades (for entire school)		
Transfers of Direct Support Costs	57,540	7370
Revised June 17, 2010		52

Object of Expenditure Codes

School districts and county superintendents of schools are required to report expenditures in accordance with the object classification plan in the California School Accounting Manual. The use of these object codes will facilitate the preparation of budgets and the various financial reports requested by federal, state, county, and local agencies. The California School Accounting Manual is available from the CDE Publication Sales (call 1-800-995-4099).

1000-1999 Certificated Personnel Salaries

- 1100 Certificated Teachers' Salaries
- 1200 Certificated Pupil Support Salaries
- 1300 Certificated Supervisors' and Administrators' Salaries
- 1900 Other Certificated Salaries

2000-2999 Classified Personnel Salaries

- 2100 Classified Instructional Salaries
- 2200 Classified Support Salaries
- 2300 Classified Supervisors' and Administrators' Salaries
- 2400 Clerical, Technical, and Office Staff Salaries
- 2900 Other Classified Salaries

3000-3999 Employee Benefits

- 3101 State Teachers' Retirement System, certificated positions
- 3102 State Teachers' Retirement System, classified positions
- 3201 Public Employees' Retirement System, certificated positions
- 3202 Public Employees' Retirement System, classified positions
- 3301 OASDI/Medicare/Alternative, certificated positions
- 3302 OASDI/Medicare/Alternative, classified positions
- 3401 Health and Welfare Benefits, certificated positions
- 3402 Health and Welfare Benefits, classified positions
- 3501 State Unemployment Insurance, certificated positions
- 3502 State Unemployment Insurance, classified positions
- 3601 Workers' Compensation Insurance, certificated positions
- 3602 Workers' Compensation Insurance, classified positions
- 3701 OPEB, Allocated, certificated positions
- 3702 OPEB. Allocated, classified positions
- 3751 OPEB, Active Employees, certificated positions
- 3752 OPEB, Active Employees, classified positions
- 3801 PERS Reduction, certificated positions
- 3802 PERS Reduction, classified positions
- 3901 Other Benefits, certificated positions
- 3902 Other Benefits, classified positions

4000-4999 Books and Supplies

- 4100 Approved Textbooks and Core Curricula Materials
- 4200 Books and Other Reference Materials
- 4300 Materials and Supplies
- 4400 Noncapitalized Equipment
- 4700 Food

5000-5999 Services and Other Operating Expenditures

- 5100 Subagreements for Services
- 5200 Travel and Conferences
- 5300 Dues and Memberships
- 5400 Insurance

5000-5999 Services and Other

5500 Operations and Housekeeping Services

5600 Rentals, Leases, Repairs, and Noncapitalized Improvements

5700-5799 Transfers of Direct Costs

5710 Transfers of Direct Costs

5750 Transfers of Direct Costs-Interfund

5800 Professional/Consulting Services and Operating Expenditures

5900 Communications

6000-6999 Capital Outlay

6100 Land

6170 Land Improvements

6200 Buildings and Improvements of Buildings

6300 Books and Media for New School Libraries or Major Expansion of School Libraries

6400 Equipment

6500 Equipment Replacement

6900 Depreciation Expense (for proprietary and fiduciary funds only)

7000-7499 Other Outgo

7100-7199 Tuition

7110 Tuition for Instruction Under Interdistrict Attendance Agreements

7130 State Special Schools

7141 Other Tuition, Excess Costs, and/or Deficit Payments to Districts or Charter Schools

7142 Other Tuition, Excess Costs, and/or Deficit Payments to County Offices

7143 Other Tuition, Excess Costs, and/or Deficit Payments to JPAs

7200-7299 Interagency Transfers Out

7211 Transfers of Pass-Through Revenues to Districts or Charter Schools

7212 Transfers of Pass-Through Revenues to County Offices

7213 Transfers of Pass-Through Revenues to JPAs

7221 Transfers of Apportionments to Districts or Charter Schools

7222 Transfers of Apportionments to County Offices

7223 Transfers of Apportionments to JPAs

7281 All Other Transfers to Districts or Charter Schools

7282 All Other Transfers to County Offices

7283 All Other Transfers to JPAs

7299 All Other Transfers Out to All Others

7300-7399 Transfers of Indirect Costs (Effective 2008-09)

7310 Transfers of Indirect Costs 7350 Transfers of Indirect Costs—Interfund

7370 Transfers of Direct Support Costs (Valid through 2007-08)

7380 Transfers of Direct Support Costs—Interfund (Valid through 2007-08)

7430-7439 Debt Service

7432 State School Building Repayments

7433 Bond Redemptions

7434 Bond Interest and Other Service Charges

7435 Repayment of State School Building Fund Aid—Proceeds from Bonds

7436 Payments to Original District for Acquisition of Property

7438 Debt Service—Interest

7439 Other Debt Service—Principal

SIG Form 6-General Assurances and Certifications

General Assurances

(Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at http://www.cde.ca.gov/fg/fo/fm/. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from http://www.cde.ca.gov/fg/fo/fm/, and obtain the necessary signatures and include the original forms with your application submission.

- 1. Drug-Free Workplace
- 2. Lobbying
- 3. Debarment and Suspension

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

- Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
- Establish challenging annual goals for student achievement on the state's
 assessments in both reading/language arts and mathematics and measure
 progress on the leading indicators in Section III of the final requirements in order
 to monitor each Tier I and Tier II school that it serves with school improvement
 funds;
- 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- 4. Report to the CDE the school-level data as described in this RFA.
- 5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
- 6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
- 7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
- 8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
- 9. The applicant will use funds only for allowable costs during the sub-grant period.
- 10. The application will include all required forms signed by the LEA Superintendent or designee.
- 11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the subgrant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

- 12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
- 13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
- 14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
- 15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)
- 16. The applicant agrees that the SEA has the right to intervene, renegotiate the subgrant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
- 17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
- 18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
- 19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
- 20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
- 21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Bassett Unified School District
Authorized Executive:	Jim Ballard, Superintendent
Signature of Authorized Executive	

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

XXX: Extending the period of availability of school improvement funds. Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013. Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds. ☐ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model. Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (Note: This waiver applies to Tier I and Tier II schools only) Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold. Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (Note: This waiver applies to Tier I and Tier II schools only)

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SIG Form 9-Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

							TERV TIER I			WAIVEI B IMPLEN	R(S) TO E IENTED	
SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	PROJECTED COST
Don Julian Elementary	19-6011563	07263			X							1,651,320
Van Wig Elementaty	19-6011563	00378			X							1,651,320

NOTE: Bassett USD SIG Form 11 Implementation Charts is a "Microsoft Word" Doc for the two Tier III Schools (2 attachments will follow the online submission)

SIG Form 10-Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: Tier: I or II (circle one)							
Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☐ Transformation							
Total FTE requir	red:LEA School	ol O	ther				
Required Component Acronym	Services & Activities	Timeline	Projecte School	ed Costs LEA	Resources	Oversight	

oversight.

Appendix A: SIG Rubric

School Improvement Sub-grants Application Section 1003(g) of the Elementary and Secondary Education Act (ESEA)

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
 i. Needs Analysis LEA describes the process and findings of the needs assessment conducted on each school it commits to serve and the evidence used to select the intervention model to be implemented at each school. The description includes: assessment instruments used LEA and school personnel 	The narrative includes a thorough and complete overview of the process used to assess schools, including specific instruments used, and multiple data elements cited. The narrative identifies a variety of qualified LEA, school, parents, and community stakeholders providing a range of perspectives involved in collecting and analyzing school data.	The narrative includes a general overview of the process used to assess schools, including specific instruments used, and multiple data elements cited. The narrative identifies LEA, school, and community stakeholders involved in collecting and analyzing school data, with a description of their level of involvement.	The narrative includes limited information on the process used to assess schools, including specific instruments used, and multiple sources cited. The narrative does not identify appropriate LEA, school, and community stakeholders involved in collecting and analyzing school data.
 process for analyzing findings and selecting the intervention model findings on use of state-adopted standards-aligned materials and interventions 	The narrative describes a specific and effective process for analyzing assessment findings, including meetings of appropriate LEA and school personnel and school advisory groups to review the findings and provide input on the needs analysis.	The narrative describes a process for analyzing assessment findings, including a basic description of how LEA and school personnel and school advisory groups reviewed the findings and provided input.	The narrative does not sufficiently describe a process for analyzing assessment findings.

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
 curriculum pacing and instructional time 			
 Amount and types of staff PD, collaboration, and instructional support use of student data, alignment of resources, and staff effectiveness 	The narrative includes discrete and specific findings concerning all of the areas listed in the RFA that led to the selection of the intervention.	The narrative includes basic findings concerning all of the areas listed in the RFA that led to the selection of the intervention	The narrative does not include findings concerning all of the areas listed in the RFA that led to the selection of the intervention.
ii. Selection of Intervention Model The LEA's rationale for its selection of the intervention model for each school is stated clearly and is correlated to the needs analysis for that school.	The narrative reflects a logical and well organized process for selecting the intervention model. The rationale for the selection demonstrates a solid connection between assessment results, findings of current practice, and staff effectiveness in the selection the intervention model.	The narrative describes a basic process for selecting the intervention model. The rationale demonstrates a connection between assessment results, findings of current practice, and staff effectiveness in the selection the intervention model.	The rationale reflects some sense of organization, but omits significant links to the needs analysis.
	All areas of the needs analysis are discussed and linked coherently to the selected intervention, providing clear evidence that the selection is appropriate for the school.	All areas of the needs analysis are discussed and linked to the selected intervention.	Few of the needs analysis areas are discussed and/or there is little apparent correlation with the selected intervention.
	The narrative provides specific data from a variety of sources that explicitly supports the selection of the intervention model.	The narrative provides data points from several sources to support the selection of the intervention model.	The rationale is supported by a small number of data areas and from few sources with limited specificity.

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
iii. Demonstration of capacity to implement selected intervention models			
a. The LEA demonstrates its capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model(s) it has selected.	a. The LEA fully describes how it will use SIG funding and all other available resources required to implement the intervention model selected. The narrative includes extensive information on the specific use of each resource to support implementation of the planned school improvement activities.	a. The LEA describes how it will use SIG funding to implement the intervention model selected. The narrative includes general information on how resources will be used to support implementation of the planned school improvement activities. The description demonstrates that the LEA has considered	a. The LEA provides a limited description of how it will use SIG funding to implement the intervention model selected. The narrative includes little or no information on how other resources will be used to support implementation of the planned school improvement activities.
b. Although not required, when an LEA is not applying to serve each Tier I school, it must explain why it lacks capacity to serve each Tier I school. If the limitation is at the LEA level then the LEA must identify the specific barriers that preclude serving all of its Tier I schools. If the limitation is based on conditions at a specific school or schools, then the LEA must describe those conditions. If there are additional limiting factors, please describe them.	The description demonstrates that the LEA has fully identified the resource needs of each school and appropriately planned how resources will be used to achieve successful implementation of all activities planned for each school. b. The LEA identifies the specific barriers that preclude serving all of its Tier I schools, and provides clear and substantial evidence of the existence of those barriers	the differing resource needs of each school in determining how SIG funding and other LEA resources will be used to address the specific needs of each school and lead to successful implementation. b. The LEA identifies the specific barriers that preclude serving all of its Tier I schools, and provides evidence of the existence of those barriers.	adequately demonstrate that the LEA has considered the differing resource needs at each school in determining how SIG funding and other LEA resources will be used to address the specific needs of each school and lead to successful implementation. b. The LEA marginally identifies barriers that preclude serving all of its Tier I schools, and provides limited or no evidence of the existence of those barriers.

	SIG Narrative Element
	Recruitment, screening, and selection of external providers (if applicable)
the	chough not required, when

Although not required, when the LEA intends to use external entities to provide technical assistance in selecting, developing, and implementing one of the four models, it must describe its process for ensuring their quality. The LEA describes the process that will be undertaken to recruit, screen, and select external providers including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement.

Strong (2 points)

An LEA intending to use an external entity to provide technical assistance describes specific, appropriate qualifications (including experience, qualifications, and record of effectiveness in providing support for school improvement) that the LEA will require prospective providers to meet.

The narrative describes a coherent, rigorous process that the LEA will conduct in reviewing prospective providers to ensure that they meet the LEA's qualifications.

The LEA also describes, in detail, the specific process that it will use in the selection of its external support providers from all prospective providers that meet the LEA's qualification criteria, including the specific actions and personnel involved in the selection process.

Adequate (1 point)

An LEA intending to use an external entity to provide technical assistance describes specific qualifications (including experience, qualifications, and record of effectiveness in providing support for school improvement) that the LEA will require prospective providers to meet.

The narrative describes a process for reviewing prospective providers to ensure that they meet the LEA's qualifications.

The LEA also describes, in general, the process that it will use to select its external support providers from all prospective providers that meet the LEA's qualification criteria, including specific actions involved in the selection process.

Inadequate (0 points)

An LEA intending to use an external entity to provide technical assistance does not adequately describe specific qualifications that the LEA will require prospective providers to meet.

The narrative does not adequately describe the process to be used in reviewing prospective providers to ensure that they meet those qualifications.

The LEA does not adequately describe the process that it will use to select its external support providers from all prospective providers that meet the LEA's qualification criteria.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
v. Align other resources with the interventions The LEA identifies all resources that are currently available to the school(s) that will be used to support implementation of the selected intervention model.	The LEA explicitly identifies a number of other resources planned for use in implementing the selected school intervention models, and fully describes how these resources will support SIG implementation.	The LEA identifies other resources planned for use in implementing selected school intervention models and describes how these resources will support SIG implementation.	The LEA has identified few, if any, resources planned for use in implementing selected school intervention models.
The LEA identifies other federal, state, LEA and/or private funding sources including other district resources the LEA will use to support SIG implementation. Examples of funds the LEA should consider include, but are not limited to: Title II, Part A funds used for recruiting high-quality teachers; or Title III, Part A funds which could be used to improve English proficiency of English learner students, and categorical block grant funds used for instructional materials and professional development.	The other resources identified clearly align with the LEA's needs analysis for each school and logically and appropriately support the implementation plan for each school.	The other resources identified align with the LEA's needs analysis for each school and clearly support the implementation plan for each school.	The other resources identified minimally align with the LEA's needs analysis and lack specificity and coherence with the implementation plan for each school.

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
vi. Align Proposed SIG Activities with Current DAIT Process (if applicable)	The LEA provides a thorough and comprehensive description of how it will coordinate DAIT	The LEA provides a general description of how it will coordinate DAIT	The LEA provides little or no description of how it will coordinate DAIT
participating in the District Assistance and Intervention Team (DAIT) process, the LEA must describe how it will coordinate its DAIT work and its SIG work around the lowest- achieving schools. The description must identify the major LEA improvement actions adopted from the DAIT recommendations and describe how the LEA has aligned its proposed SIG activities with of those major LEA improvement actions.	recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school. The narrative provides information developed through the DAIT process to inform the selection of the intervention model(s) selected for each school.	recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school.	recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school.

SIG Narrat	ive Element
vii. Modify LE	A Practices or
Policies	

Depending on the intervention model selected, the LEA may need to revise some of its current policies and practices to enable its schools to implement the interventions fully and effectively. These may include, but are not limited to, collective bargaining agreements, the distribution of resources among schools, parental involvement policies. school attendance areas and enrollment policies, and agreements with charter organizations.

If the LEA anticipates the need to modify any of its current practices or policies in order to fully implement the selected intervention model(s), identify and describe which policies and practices need to be revised, the process for revision, and a description of the proposed revision.

Strong (2 points)

The LEA has fully developed and described in detail a comprehensive plan to modify any and all current practices or policies in order to fully and effectively implement the selected intervention model(s).

The plan fully and clearly describes:

- Which policies or practices will be revised
- 2) The rationale for their selection
- The process for revision (that includes input from key stakeholders, including parents and collective bargaining units)
- 4) A description of the proposed revision and expected outcome

Adequate (1 point)

The LEA has developed and generally described a plan to modify practices or policies in order to fully implement the selected intervention model(s).

The plan includes a description of:

- Which policies or practices will be revised
- The process for revision that includes input from stakeholders
- A description of the proposed revision and expected outcome

Inadequate (0 points)

The LEA has not sufficiently developed or described a plan to modify current practices or policies in order to fully implement the selected intervention model(s).

The plan does not sufficiently describe:

- Which policies or practices will be revised
- 2) The process for revision
- A description of the intended revision and expected outcome

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
viii. Sustain the reforms after the funding period ends SIG funding provided through this application must be expended by September 30, 2011, unless the LEA intends to implement a waiver to extend the funding through September 30, 2013. The LEA must state whether it intends to implement a waiver to extend the funding period and identify the resources that will be used to sustain the selected intervention after the SIG funding period expires.	The LEA indicates whether it intends to implement a waiver to extend the funding through September 30, 2013. The LEA has provided a clear and comprehensive plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.	The LEA indicates whether it intends to implement a waiver to extend the funding through September 30, 2013. The LEA has provided a basic plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.	The LEA may or may not indicate whether it intends to implement a waiver to extend the funding through September 30, 2013. The LEA has not provided a complete plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.

Rubric – LEA SIG Application

SIG Narrative Element ix. Annual Goals for Student	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
Achievement The LEA has established annual goals for student achievement on the State's assessments in both reading/language arts (RLA) and mathematics that it will use	The annual goals for student achievement are measurable, are based on the state's assessments in RLA and mathematics, and are clearly identified for each school that the LEA commits to serve.	The annual goals for student achievement are measurable, are based on the state's assessments in RLA and mathematics, and are generally identified for each school that the LEA commits to serve.	The annual goals for student achievement are not sufficiently identified for each school that the LEA commits to serve.
to monitor each Tier I and Tier II school it commits to serve.	The goals are realistic and reflect high expectations for	The goals are realistic, project improved student achievement,	The goals appear limited, project a minimal increase in
Examples may include:	improved student achievement,	and are based on the needs of	student achievement, and/or
Making one year's progress in RLA and	and are based on the needs of each school.	each school.	are not based on the needs of each school.
 Reducing the percentage of students who are non-proficient by 10% or more from the prior year 	The plan for monitoring the identified goals is clearly described, includes specific timelines and procedures, and identifies the personnel responsible for its implementation.	The plan for monitoring the identified goals is described and includes clear implementation procedures.	The plan for monitoring the identified goals is inadequate or is not provided.
 For students who are two or more years below grade level, accelerating their progress at a rate of two years academic growth in one school year 	'		
Or meeting the LEA's goals established in the State's Race to the Top application			

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
x. Serving Tier III Schools (if applicable) If applicable, the LEA has described services and activities that benefit each Tier III school the LEA commits to serve.	The LEA has clearly described services and activities that benefit each Tier III school. The LEA has clearly described activities that reflect a direct, tangible, and substantial benefit to each Tier III school the LEA commits to serve. The LEA has provided references to verify that the services and activities are research based. The selected services and activities are clearly designed to meet the individual needs of each Tier III school the LEA commits to serve.	The LEA has generally described services and activities that benefit each Tier III school. The LEA has generally described activities that reflect a direct, tangible, benefit to each Tier III school the LEA commits to serve.	The LEA has not sufficiently described services and activities that benefit each Tier III school. The LEA has not clearly described activities that reflect a direct, tangible, benefit to each Tier III school the LEA commits to serve.

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
xi. Consultation with relevant stakeholders			
The LEA has described its process for consulting with relevant stakeholders, including parents, regarding the LEA's application and solicited their input for the development and implementation of school improvement models in its participating Tier I and Tier II schools. Examples may include local board meetings, parent meetings, School Site Council meetings, school and/or district English Language Advisory Committee (ELAC), district	The LEA clearly identifies its process for consulting with relevant stakeholders regarding the LEA's application. The LEA's description demonstrates comprehensive consultation with relevant stakeholders regarding the LEA's application, including local board meetings, parent meetings, School Site Council meetings, school and/or district English Language Advisory Committee (ELAC), district advisory committee, and local bargaining unit meetings.	The LEA identifies a general process for consulting with relevant stakeholders regarding the LEA's application. The LEA's description demonstrates consultation with relevant stakeholders regarding the LEA's application, including parents and other stakeholders.	The LEA does not clearly identify its process for consulting with relevant stakeholders regarding the LEA's application. The LEA's description does not adequately demonstrate consultation with relevant stakeholders regarding the LEA's application.
advisory committee, and local bargaining unit meetings which indicate discussion of the LEA's application.	The LEA has provided minutes and agendas of meetings with relevant stakeholders regarding the LEA's SIG application that recount the input obtained.	The LEA has described meetings with relevant stakeholders regarding the LEA's SIG application, including a description of key stakeholder input that was incorporated in the LEA's SIG application.	The LEA has not sufficiently described meetings with relevant stakeholders regarding the LEA's SIG application.

Rubric – LEA SIG Application

Other SIG Application Components	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
steplehoddærso(occhart(s)			
The LEA islentifles whitation State (s) diecles authorisations between the continuous atticks atticked by the continuous atticked	The actions and entitividies are significated states and entities and entities.	The act Aohas intentification are signsificables tarke bold air including the care in the color of the care in the	The act Aoha and tautividies taye intertified ysistal fect into y be stated solded lies party for eith input incortagional level on literal Sile meants of prevident actional entire ach rejude c Astigities tice flect strategies unlikely to increase student achievement
The actions and activities listed are aligned with the needs analysis for the school.	The actions and activities listed are realistic and clearly aligned with the needs analysis of the school. The description includes references to specific aspects of the needs analysis.	The actions and activities listed are aligned with the needs analysis of the school.	The actions and activities listed are unrealistic and/or are not clearly aligned with the needs analysis of the school.
The costs of actions and activities listed are identified in the Projected Cost column	The costs of actions and activities listed are identified clearly and realistically based on current LEA costs and financial practices.	The costs of actions and activities listed are identified and are generally aligned with current LEA costs and financial practices.	The costs of actions and activities listed are not fully identified and/or do not appear to be generally aligned with current LEA costs and financial practices.
A timeline of implementation is provided.	The timeline is detailed, clear, contains specific dates, and the pacing appears to be brisk but reasonable.	The timeline is clear and the pacing appears to be appropriate.	The timeline is not clear, does not contain specific dates, and/or the pacing appears unreasonable
The individual(s) who will be responsible for oversight and monitoring are indicated.	The individual(s) responsible for oversight are clearly indicated. The distribution of responsibility is reasonable and realistic.	The individual(s) responsible for oversight are indicated.	The individual(s) responsible for oversight are not clearly indicated.
Other SIG Application	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)

Components			
Budgets			
The LEA projected budget is complete.	The LEA projected budget is complete, expenditures are accurately classified by object code, the full term of the grant is covered, and totals by year are provided.	The LEA projected budget is complete; expenditures are appropriately listed for the full term of the grant and totals by year are provided.	The LEA projected budget is incomplete, expenditures are not accurately classified by object code, or the full term of the grant is not covered.
The LEA budget narrative is complete.	The LEA budget narrative includes detailed information to describe LEA activities and costs associated with each object code. Budget items accurately reflect the actual cost of implementing the selected intervention models and other LEA activities described for each participating school are included.	The LEA budget narrative includes general information to describe LEA activities and costs associated with each object code. Budget items generally reflect the actual cost of implementing the selected intervention models and other LEA activities described for each participating school are included.	The LEA budget narrative includes little information to describe LEA activities and costs associated with each object code. Budget items do not reflect the actual cost of implementing the selected intervention models and/or other LEA activities described for each participating school are not included.
The school projected budget(s) are complete.	The school projected budget(s) are complete, expenditures are accurately classified by object code, the full term of the grant is covered, and totals by year are provided.	The school projected budget(s) are complete; expenditures are appropriately listed for the full term of the grant, and totals by year are provided.	The school projected budget(s) are incomplete, expenditures are not accurately classified by object code, the full term of the grant is not covered, and/or totals by year are not provided.

Other SIG Application Components			Inadequate (0 points)
Budgets (cont.)			
The school budget narrative(s) are complete.	The school budget narrative(s) include detailed information to describe activities and costs associated with each object code. Budget items accurately reflect the actual cost of implementing the selected intervention models and other activities described for each participating school are included.	The school budget narrative(s) include general information to describe activities and costs associated with each object code. Budget items generally reflect the actual cost of implementing the selected intervention models and other activities described for each participating school are included.	The school budget narrative(s) include little information to describe activities and costs associated with each object code. Budget items do not reflect the actual cost of implementing the selected intervention models and/or other activities described for each participating school are not included
The school and LEA budget(s) are aligned.	The LEA and school budgets are clearly aligned and, taken together, fully describe appropriate expenditures of funds in all categories that are clearly sufficient to support the design, implementation and ongoing maintenance of the proposed SIG activities. The proposed expenditures reflect research-based strategies likely to increase student achievement.	The LEA and school budgets are aligned and, taken together, adequately describe expenditures of funds in all categories of the proposed SIG activities. The proposed expenditures reflect strategies likely to increase student achievement.	The LEA and school budgets are not clearly aligned, the LEA has not sufficiently described expenditures of funds in categories necessary to support proposed SIG activities, and/or proposed expenditures reflect strategies unlikely to increase student achievement
Collaborative signatures	The information on collaborative partners clearly indicates support of the SIG plan by the LEA and each participating school, parents, school advisory groups, the local bargaining unit, and other stakeholders.	The information on collaborative partners indicates support of the SIG plan by the LEA and participating stakeholder groups.	The information on collaborative partners indicates little, if any, support of the SIG plan by the LEA and participating stakeholder groups.

Appendix B: School Improvement Grant Model Component Acronyms

Use the following acronyms to correlate your responses in the implementation charts with the model components.

Turnaround model:

Replace the principal and grant the new principal sufficient operational flexibility. (RP)

Screen all existing staff and rehire no more than 50 percent, and select new staff. (SS)

Implement strategies that are designed to recruit, place, and retain staff. (RPR)

Provide staff ongoing job-embedded professional development. (PD)

Adopt a new governance structure. (GS)

Use data to identify and implement a new instructional program. (IP)

Promote the continuous use of student data. (SD)

Provide increased learning time. (ILT)

Provide appropriate social-emotional and community-oriented services. (SCO)

Transformation model:

Replace the principal who led the school prior to commencement of the transformed model. (RP)

Use rigorous, transparent, and equitable evaluation systems for teachers and principals. (ES)

Identify and reward school leaders, teachers, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. (IRR)

Provide staff ongoing job-embedded professional development. (PD)

Implement strategies that are designed to recruit, place, and retain staff. (RPR)

Use data to identify and implement a new instructional program. (IP)

Promote the continuous use of student data. (SD)

Provide increased learning time. (ILT)

Provide ongoing mechanisms for family and community engagement. (FCE)

Give the school sufficient operational flexibility. (OF)

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization. (TA)

Restart model

Select a charter management organization (CMO), or an education management organization (EMO) that has been selected through a locally-determined rigorous review process. (SO)

Submit charter application to CDE (if applicable). (SCA)

Plan for or enter into contract with EMO. (CEMO)

Enroll any former student who wishes to attend the school. (ES)

Closure model

Decision reached to close school. (CS)

Enroll the students who attended the closed school in other schools in the LEA that are higher achieving. (OSE)

Ensure other schools are within proximity to the closed school. (CP)

Appendix C: School Improvement Grant Information Resources

LETTERS

Letter to Chief State School Officers – January 15, 2010

This letter announces the interim final requirements and the updated state application package for the School Improvement Grants program PDF

Letter to Chief State School Officers – December 2, 2009

This <u>letter</u> announces the final requirements and the state application package for the School Improvement Grants program.

NOTICES

Interim Final Requirements – January 15, 2010 MS Word

This document contains the interim final requirements governing the process that a State educational agency (SEA) uses to award school improvement funds authorized under section 1003 (g) of the Elementary and Secondary Education Act To local educational agencies (LEAs) in order to transform school culture and substantially raise the achievement of students attending the State's persistently lowest-achieving schools, including secondary schools. The official version will be posted in the U.S. Federal Register.

FREQUENTLY ASKED QUESTIONS

Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Act of 1965 – January 20, 2010 MS Word

Final Requirements for School Improvement Grants as Amended in January 2010 – January 28, 2010 MS Word

APPLICATION

SEA Application – January 15, 2010 MSWord

OTHER SCHOOL IMPROVEMENT RESOURCES

Academic Program Survey (APS)

http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps

Profiles of successful California schools

http://www.cde.ca.gov/ta/lp/vl/improvingschls.asp

California Education Code (EC)

http://www.leginfo.ca.gov/calaw.html

District Assistance Survey (DAS)

http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy.doc

English Learner Subgroup Self-Assessment (ELSSA)

http://www.cde.ca.gov/sp/el/t3/documents/t3elssa09.xls

Essential Program Components

http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp

Indirect Cost Rates

http://www.cde.ca.gov/fg/ac/ic

Inventory of Services and Supports (ISS) for Students with Disabilities

http://www.cde.ca.gov/sp/se/sr/documents/issswdtool.doc

Least Restrictive Environment (LRE) Self-Assessment

http://www.wested.org/cs/we/view/pj/204

Single Plan for Student Achievement

http://www.cde.ca.gov/nclb/sr/le/documents/spsaguide.doc

The Regional Educational Laboratories (RELs)

http://ies.ed.gov/ncee/edlabs/

Center on Instruction

http://www.centeroninstruction.org/

A collection of scientifically based research and information on K-12 instruction in reading, math, science, special education, and English language learning. Part of the Comprehensive Center network, the Center on Instruction is one of five content centers serving as resources for the 16 regional U.S. Department of Education Comprehensive Centers. This resource provides links for topic-based materials, syntheses of recent research, and exemplars of best practices.

What Works Clearinghouse

http://ies.ed.gov/ncee/wwc/

Established in 2002, the What Works Clearinghouse (WWC) is a central and trusted source of scientific evidence for what works in education.

An initiative of the U.S. Department of Education's Institute of Education Sciences, the WWC:

- Produces user-friendly <u>practice guides</u> for educators that address instructional challenges with research-based recommendations for schools and classrooms;
- Assesses the rigor of research evidence on the effectiveness of interventions (programs, products, practices, and policies), giving educators the tools to make informed decisions;
- Develops and implements <u>standards</u> for reviewing and synthesizing education research; and
 - Provides a public and easily accessible <u>registry of education</u> <u>evaluation researchers</u> to assist schools, school districts, and program developers with designing and carrying out rigorous evaluations.

California Department of Education (http://www.cde.ca.gov/fg/fo/fm/drug.asp)

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Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace
 - 2. The grantee's policy of maintaining a drug-free workplace
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)

Bassett Unified School District

904 N. Willow Avenue

La Puente, CA 91746

Check [X] if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Patti Sako, Interim Assistant Superintendent Educ. Svcs, Bassett USD, Los Angeles County

Name of Program: Advance Placement Fee Reimbursement

Printed Name and Title of Authorized Representative: Jim Ballard, Superintendent, Bassett USD, Los Angeles County

Signature:	Date: June	30, 2010

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544 Last Reviewed: Wednesday, May 05, 2010

California Department of Education (http://www.cde.ca.gov/fg/fo/fm/debar.asp)

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Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

- 1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
- 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
- The prospective lower tier participant shall provide immediate written notice to the person to which
 this proposal is submitted if at any time the prospective lower tier participant learns that its
 certification was erroneous when submitted or has become erroneous by reason of changed
 circumstances.
- 4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
- 5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
- 6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
- 7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
- 8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
- 9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- 1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- 2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Daniel Lunt, Assistant Superintendent, Bassett USD, Los Angeles County

Name of Program: School Improvement Grant	
Printed Name and Title of Authorized Representative: Jim Ballard,	Superintendent
Signature:	Date: June 30, 2010
ED 80-0014 (Revised Sep-1990) - U. S. Department of Education	

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544 Last Reviewed: Tuesday, February 24, 2009 $California\ Department\ of\ Education\ (http://www.cde.ca.gov/fg/fo/fm/lobby.asp)$

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Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
 - b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit <u>Standard Form LLL</u>, "<u>Disclosure Form to Report Lobbying</u>," (revised Jul-1997) in accordance with its instructions;
 - c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Patti Sako, Interim Assistant Superintendent Educ. Svcs, Bassett USD, Los Angeles County

Name of Program: Advanced Placement Fee Reimbursement

Printed Name and Title of Authorized Representative: Jim Ballard, Superintendent Bassett USD, Los Angeles County

Signature:	Date: June 30,	2010

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

SIG Form 11-Implementation Chart for a Tier III School, (if applicable)

Implementation Chart for a Tier III School

School:	Van Wig Elementary
Intervention Strategies)	Model: □X Turnaround □ Restart □ Closure □X Transformation (Combination of Intervention
□ Other _	

Total FTE required: .5 = LEA 2.50 = School 1.5 = Classified .2 = Principal Saturday & Summer School Teacheers = Other

Services & Activities	Timeline	Projecte School	d Costs LEA	Other Resources	Oversight (LEA / School)
New Principal to Start (increase salary to be more than the highest paid teacher on campus) & benefits	August 1, 2010	20,000 1,600		Not Available	Superintendent
Half-time district SIG coordinator and a clerical person (& benefits) to provide resources, support and to monitor SIG plan implementation & certificated/classified benefits	September 1, 2010		70,000 5,600	Title I, EIA/LEP	Assistant Superintendent of Educational Services
Resource Teacher (& benefits) for English Learners – ELD standards, SDAIE instructional strategies, CELDT, Reclassification, Attendance, Parent Communication	August 25, 2010	68,000 5,440		Not Available	Ass't. Supt. EL Coordinator, half- time SIG Coordinator & Principal
Resource Teacher (& benefits) for middle, at-risk, GATE and special education students to assist teachers in identification and effective & targeted instructional strategies and activities to engage and motivate students to reach their highest potential	August 25, 2010	68,000 5,440		Not Available	Ass't. Supt. half- time SIG Coordinator & Principal
Part time Language Assessment Aide	August 31, 2010	15,000		Not Available	Ass't. Supt., half-

(& benefits)		1,200			time SIG Coordinator, EL Coordinator & Principal
Part time clerical (& benefits) to assist 2 resource teachers	August 31, 2010	15,000 1,200		Not Available	Ass't. Supt., half- time SIG Coordinator & Principal
Part-time counselor (& benefits) to assist all students and parents on issues regarding academic progress, attendance, after school tutoring, SES, and personal family situations.	August 25, 2010	35,000 2,800		Not Available	Ass't. Supt., half- time SIG Coordinator & Principal
 Appropriate classroom furniture, display boards, technology, playground equipment upgrades, installation fees, and service contracts, for the new all-day kindergarten program Upgrade and provide additional tables, chairs, desks for teachers and students at all grade levels and in all programs, including additional technological instructional tools (i.e. smart boards). 	August 1, 2010	75,000 35,000	17,500	General Fund, Title II Part D, EETT grant, ELAP	Superintendent, Assistant Superintendents, Principal, and half-time SIG Coordinator.
Replace, upgrade and provide additional supplemental instructional materials, supplies, and technology, (including carts, screens, chairs and tables) for all grade levels, including consumable materials for the Saturday and Summer academic programs.	August 1, 2010	150,000	25,000 15,000	Title I Part A, Title III, ELAP, Title II Part D, EETT grant	Superintendent, Assistant Superintendents, Principal, and half-time SIG Coordinator
Teachers (& benefits) to provide a Saturday academic program in English language arts and math for all	October 1, 2010	8,000 640		Title I Part A, ELAP, Title III	Ass't. Supt., half- time SIG Coordinator, EL

students.					Coordinator, resource teachers, half- time counselor & Principal
Expand parent trainings from two nine week sessions to a third summer session, materials and resources needed for effective parent outreach	July, 2011	15,000		Title I Part A, Title III	Ass't. Supt., half- time SIG Coordinator, EL Coordinator & Principal
Teachers (& benefits) to provide for Summer School Math and English language arts classes for all students, including those students who will be entering kindergarten, and those 5 th graders who will be leaving to go to the middle school.	June, 2011	26,000 2,080		Title I Part A, ELAP, Title III	Ass't. Supt., half- time SIG Coordinator, EL Coordinator, resource teachers, half- time counselor & Principal
Provide professional development opportunities for teachers and administrators to attend conferences, attend district trainings, and to retain outside consultants to assist with instructional strategies, provide for other operating expenses as needed	August 25, 2010	25,000	5,000	Title II Part A	Ass't. Supt., half- time SIG Coordinator, EL Coord., resource teachers, half- time counselor, Principal, outside consultants
10% Indirect	September 1, 2010	57,540	10,030		

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

SIG Form 11-Implementation Chart for a Tier III School, (if applicable)

Implementation Chart for a Tier III School

School:	Don Julian Elementary
Intervention Strategies)	Model: □X Turnaround □ Restart □ Closure □X Transformation (Combination of Intervention
□ Other _	
Total FTF re	equired: 5 - LEA 250 - School 15 - Classified 2 - Principal Saturday & Summer School Teachers -

Other

Services & Activities	Timeline	Projecte School	d Costs LEA	Other Resources	Oversight (LEA / School)
New Principal to Start (increase salary to be more than the highest paid teacher on campus) & benefits	August 1, 2010	20,000 1,600		Not Available	Superintendent
Half-time district SIG coordinator and a clerical person (& benefits) to provide resources, support and to monitor SIG plan implementation & certificated/classified benefits	September 1, 2010		70,000 5,600	Title I, EIA/LEP	Assistant Superintendent of Educational Services
Resource Teacher (& benefits) for English Learners – ELD standards, SDAIE instructional strategies, CELDT, Reclassification, Attendance, Parent Communication	August 25, 2010	68,000 5,440		Not Available	Ass't. Supt. EL Coordinator, half- time SIG Coordinator & Principal
Resource Teacher (& benefits) for middle, at-risk, GATE and special education students to assist teachers in identification and effective & targeted instructional strategies and activities to engage and motivate students to reach their highest potential	August 25, 2010	68,000 5,440 50		Not Available	Ass't. Supt. half- time SIG Coordinator & Principal
Part time Language Assessment Aide	August 31, 2010	15,000		Not Available	Ass't. Supt., half-

(& benefits)		1,200			time SIG Coordinator, EL Coordinator & Principal
Part time clerical (& benefits) to assist 2 resource teachers	August 31, 2010	15,000 1,200		Not Available	Ass't. Supt., half- time SIG Coordinator & Principal
Part-time counselor (& benefits) to assist all students and parents on issues regarding academic progress, attendance, after school tutoring, SES, and personal family situations.	August 25, 2010	35,000 2,800		Not Available	Ass't. Supt., half- time SIG Coordinator & Principal
 Appropriate classroom furniture, display boards, technology, playground equipment upgrades, installation fees, and service contracts, for the new all-day kindergarten program Upgrade and provide additional tables, chairs, desks for teachers and students at all grade levels and in all programs, including additional technological instructional tools (i.e. smart boards). 	August 1, 2010	75,000 35,000	17,500	General Fund, Title II Part D, EETT grant, ELAP	Superintendent, Assistant Superintendents, Principal, and half-time SIG Coordinator.
Replace, upgrade and provide additional supplemental instructional materials, supplies, and technology, (including carts, screens, chairs and tables) for all grade levels, including consumable materials for the Saturday and Summer academic programs.	August 1, 2010	150,000	25,000 15,000	Title I Part A, Title III, ELAP, Title II Part D, EETT grant	Superintendent, Assistant Superintendents, Principal, and half-time SIG Coordinator
Teachers (& benefits) to provide a Saturday academic program in	October 1, 2010	8,000 640		Title I Part A, ELAP, Title III	Ass't. Supt., half- time SIG

English language arts and math for all students.					Coordinator, EL Coordinator, resource teachers, half- time counselor & Principal
Expand parent trainings from two nine week sessions to a third summer session, materials and resources needed for effective parent outreach	July, 2011	15,000		Title I Part A, Title III	Ass't. Supt., half- time SIG Coordinator, EL Coordinator & Principal
Teachers (& benefits) to provide for Summer School Math and English language arts classes for all students, including those students who will be entering kindergarten, and those 5 th graders who will be leaving to go to the middle school.	June, 2011	26,000 2,080		Title I Part A, ELAP, Title III	Ass't. Supt., half- time SIG Coordinator, EL Coordinator, resource teachers, half- time counselor & Principal
Provide professional development opportunities for teachers and administrators to attend conferences, attend district trainings, and to retain outside consultants to assist with instructional strategies, provide for other operating expenses as needed	August 25, 2010	25,000	5,000	Title II Part A	Ass't. Supt., half- time SIG Coordinator, EL Coord., resource teachers, half- time counselor, Principal, outside consultants
10% Indirect	September 1, 2010	57,540	10,030		

Complete

this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.